

CADES HEBRON ELEMENTARY

3783 Green Road
Cades, SC 29518

GRADES K-6 Elementary School

ENROLLMENT 225 Students

PRINCIPAL Mary Thames 843-389-3386

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4 | 15 | 67 | 35 | 2 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Below Average | Yes |

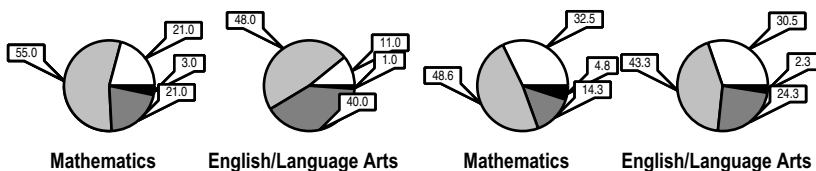
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 126 | 99.2 | 17.6 | 44.4 | 37.0 | 0.9 | 48.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 61 | 98.4 | 20.4 | 57.4 | 20.4 | 1.9 | 33.3 | | |
| Female | 65 | 100.0 | 14.8 | 31.5 | 53.7 | 0.0 | 63.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 41 | 100.0 | 5.7 | 48.6 | 42.9 | 2.9 | 54.3 | I/S | I/S |
| African-American | 84 | 98.8 | 23.6 | 41.7 | 34.7 | 0.0 | 44.4 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 84 | 98.8 | 5.8 | 49.3 | 43.5 | 1.4 | 66.7 | | |
| Disabled | 42 | 100.0 | 38.5 | 35.9 | 25.6 | 0.0 | 15.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 126 | 99.2 | 17.6 | 44.4 | 37.0 | 0.9 | 48.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 126 | 99.2 | 17.6 | 44.4 | 37.0 | 0.9 | 48.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 105 | 99.1 | 20.2 | 47.2 | 31.5 | 1.1 | 44.9 | Yes | Yes |
| Full-pay meals | 21 | 100.0 | 5.3 | 31.6 | 63.2 | 0.0 | 63.2 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 126 | 100.0 | 26.9 | 50.9 | 19.4 | 2.8 | 29.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 61 | 100.0 | 29.6 | 44.4 | 22.2 | 3.7 | 25.9 | | |
| Female | 65 | 100.0 | 24.1 | 57.4 | 16.7 | 1.9 | 33.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 41 | 100.0 | 17.1 | 57.1 | 22.9 | 2.9 | 40.0 | I/S | I/S |
| African-American | 84 | 100.0 | 31.9 | 47.2 | 18.1 | 2.8 | 25.0 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 84 | 100.0 | 20.3 | 52.2 | 24.6 | 2.9 | 42.0 | | |
| Disabled | 42 | 100.0 | 38.5 | 48.7 | 10.3 | 2.6 | 7.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 126 | 100.0 | 26.9 | 50.9 | 19.4 | 2.8 | 29.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 126 | 100.0 | 26.9 | 50.9 | 19.4 | 2.8 | 29.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 105 | 100.0 | 30.3 | 51.7 | 14.6 | 3.4 | 25.8 | Yes | Yes |
| Full-pay meals | 21 | 100.0 | 10.5 | 47.4 | 42.1 | 0.0 | 47.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 33 | 100.0 | 7.1 | 25.0 | 67.9 | N/A | 67.9 |
| | Grade 4 | 30 | 100.0 | 11.5 | 65.4 | 23.1 | N/A | 23.1 |
| | Grade 5 | 27 | 100.0 | 23.5 | 76.5 | N/A | N/A | N/A |
| | Grade 6 | 32 | 100.0 | 50.0 | 41.7 | 8.3 | N/A | 8.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 40 | 100.0 | 12.5 | 47.5 | 40.0 | N/A | 40.0 |
| | Grade 4 | 37 | 97.3 | 16.7 | 52.8 | 27.8 | 2.8 | 30.6 |
| | Grade 5 | 30 | 100.0 | 20.0 | 50.0 | 30.0 | N/A | 30.0 |
| | Grade 6 | 19 | 100.0 | 21.1 | 57.9 | 21.1 | N/A | 21.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 33 | 100.0 | 14.3 | 57.1 | 25.0 | 3.6 | 28.6 |
| | Grade 4 | 30 | 100.0 | 11.5 | 53.8 | 26.9 | 7.7 | 34.6 |
| | Grade 5 | 27 | 96.3 | 41.2 | 52.9 | 5.9 | N/A | 5.9 |
| | Grade 6 | 32 | 100.0 | 25.0 | 50.0 | 25.0 | N/A | 25.0 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 40 | 100.0 | 25.0 | 72.5 | 2.5 | N/A | 2.5 |
| | Grade 4 | 37 | 100.0 | 29.7 | 45.9 | 18.9 | 5.4 | 24.3 |
| | Grade 5 | 30 | 100.0 | 26.7 | 53.3 | 20.0 | N/A | 20.0 |
| | Grade 6 | 19 | 100.0 | 31.6 | 42.1 | 26.3 | N/A | 26.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 225) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 3.4% | Up from 1.7% | 4.0% | 2.7% |
| Attendance rate | 97.7% | Up from 94.4% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 15.2% | | 7.1% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 18.3% | | 5.5% | 3.5% |
| Eligible for gifted and talented | 0.0% | Down from 10.3% | 5.9% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 16.8% | Down from 19.6% | 8.0% | 8.2% |
| Older than usual for grade | 2.2% | Down from 2.7% | 2.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 15) | | | | |
| Teachers with advanced degrees | 66.7% | Down from 68.8% | 48.5% | 51.4% |
| Continuing contract teachers | 73.3% | Down from 81.3% | 82.2% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 92.7% | 95.0% |
| Teachers with emergency or provisional certificates | 15.4% | | 2.9% | 0.0% |
| Teachers returning from previous year | 72.1% | Down from 72.4% | 83.8% | 86.7% |
| Teacher attendance rate | 93.6% | Up from 93.3% | 94.8% | 94.9% |
| Average teacher salary | \$43,878 | Up 2.0% | \$39,915 | \$40,760 |
| Prof. development days/teacher | 13.3 days | Up from 11.7 days | 13.3 days | 12.4 days |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 12.0 | Up from 11.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.6 to 1 | Down from 22.4 to 1 | 17.3 to 1 | 18.9 to 1 |
| Prime instructional time | 90.6% | Up from 86.3% | 89.3% | 90.0% |
| Dollars spent per pupil* | \$7,724 | Down 7.1% | \$6,581 | \$6,044 |
| Percent of expenditures for teacher salaries* | 62.1% | Down from 65.2% | 64.7% | 65.9% |
| Opportunities in the arts | Excellent | Up from Good | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 94.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cades Hebron Elementary prepares students to be confident, competent, and responsible individuals. Character education is taught as students are expected to demonstrate respect for self and others, take responsibility for their actions, and follow established rules. Our service learning projects provide opportunities for our students to serve their community.

We have a well-earned reputation for providing students with an excellent educational experience in a safe and inviting learning environment. Our after-school program allowed us to further meet the academic, social, and physical needs of all children. Cades Hebron Elementary is accredited by the Southern Association of Colleges and Schools, and we have been recognized as a School of Promise. Through an Arts in Motion grant, our students were exposed to the world of dance. We will continue to emphasize a well-balanced literacy program and integrate technology in our instructional program.

We are fortunate to have a dedicated staff and the support of our parents and community to help our students succeed. Our staff, PTA, School Improvement Council and other community members work diligently to ensure our school is meeting the needs of our students in a positive, safe, and happy environment. Our goal is to provide our students with the highest quality educational experience possible.

Jackie Graham, SIC President
Mary Thames, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 21 | 12 | 11 |
| Percent satisfied with learning environment | 95.0% | 91.7% | 100.0% |
| Percent satisfied with social and physical environment | 100.0% | 75.0% | 81.8% |
| Percent satisfied with home-school relations | 85.7% | 91.7% | 90.9% |

*Only students at the highest elementary school grade level at this school and their parents were included.